



## Lesson: Your Special Place

### Introduction to the Lesson/Activity

This lesson will ask students to think of their favorite place or a place they find particularly

interesting. They will write and or draw pictures of that place and share.  
Grade k-12

### Objectives

Students will:

1. Name and describe their special place.

2. State why their special place is important to them.

### Materials

paper  
pencil

### Activity

1. Ask students if they have a “special place,” perhaps alongside a lake, creek, or waterfall? How does it make them feel to spend time near water, like a lake? Was their “special place” clean (and would they return if it weren’t)? Does their water “course” to someplace else? Where does the water in their “special place” come from, like an *aquifer*? Does it travel on for someone else to enjoy?
2. Ask students to name plants they saw near the creek they have visited. Were these plants important to the creek?
3. Have students look around their homes or school and list the different ways they use water and how the water affects their daily lives. Are there things they do now with water that they would be unable to do if it were not clean? What are some ways they have seen water *polluted*? How can they help to ensure that water in the remains as clean as possible?
4. Ask students to write about their “special place” and how it makes them feel, and whether or not they think their special place is worthy of becoming a national treasure.

### Key Vocabulary

Preservation, Preserving, Unique, Protection,

Conserved, Stewardship, Polluted  
Water Course, Aquifer

### Essential Questions

1. What is the responsibility of the National Park Service?
2. What does the National Park Service mean to me?
3. Why Chickasaw National Recreation Area was made a part of the National Park Service?
4. How does water conservation and pollution effect how I feel about the water?

<b>Oklahoma Pass Standards</b>	<b>Kindergarten</b>	
	Vocabulary: Standard 4	
	Listening: Standard 1	
	Listening: Standard 2	
	Listening: Standard 3	
	<b>Grade 1</b>	
	Language Arts: Standard 4	
	Oral Language/Listening and Speaking:	
	Listening: Standard 1	
	Listening: Standard 2	
	Group Interaction: Standard 3	
	Social Studies: Standard 1	
	<b>Grade 2</b>	
	Oral Language/Listening and Speaking:	
	Standard 1	
	Oral Language/Listening and Speaking:	
	Group Interaction: Standard 3	
	Social Studies: Standard 1	
	<b>Grade 3</b>	
	Standard 1.1: Listening	
	Social Studies: Standard 3	
	Social Studies: Standard 4	
	Social Studies: Standard 1	
	<b>Grade 4</b>	
	Language Arts: Oral Language/Listening and	
	Speaking: Standard 1	
	Visual Art: Standard 3	
	Social Studies: Standard 1	
	<b>Grade 5</b>	
	Listening: Standard 1	
	Visual Art: Standard 3	
	Social Studies: Standard 1	
	Social Studies: Standard 7	
	<b>Grade 6</b>	
	World Studies: Standard 1	
	World Studies: Standard 2	
	<b>Grade 7</b>	
	Social Studies: Standard 6	
	Social Studies Standard 1	
	World Geography: Standard 1	
	World Geography: Standard 3	
	<b>Grade 8</b>	
	Social Studies: Standard 1	
	Social Studies: Standard 2:	
	<b>High School – History</b> Social Studies:	
	Processing skill Standard 1	
	<b>United States History 1850 to the Present</b>	
	Standard 1 & Standard 4	

**Other Suggested  
Activities**

Timeline of laws concerning management  
of resources in the National Parks  
Timeline of events for Chickasaw National  
Recreation Area

